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officers of agricultural colleges, special agricultural schools, and special reports of the United States Department of Agriculture, the Bureau of Education, State Boards of Agriculture, the National Education Association, and various addresses. A very specific table of contents, an index of tables, and the general index render the materials assembled readily accessible for rapid use.

The constructive conclusions are summarized in twenty-four brief paragraphs. These suggestions are developed by the definitive discussion of the problems of agricultural instruction in the secondary schools, which runs through the forty pages of the last chapter. The outstanding problems are specified by the terms—time, equipment, teachers, textbooks, methods, and special schools. The necessity of adapting agricultural instruction to the community, the value of home garden work, and the need of giving additional preparation to teachers already well grounded in science, are emphasized. In general, it is concluded that one responsible for agricultural instruction must work out an aim and philosophy underlying it; and that the attitude of patrons is usually favorable, while the interest of pupils is directly related to the quality of instruction.

Productive Farming. By KARY CADMUS DAVIS. Philadelphia: J. B. Lippincott Co., 1911. Pp. viii+357.

This is a book intended to suit the needs of rural schools of all kinds, and grades in village and city schools chiefly below high-school rank. There is also some likelihood of the use of this book as a text in small high schools where a limited teaching corps and abbreviated laboratory facilities make a longer course of instruction in the subject impossible.

An introduction on "The Teaching of Agriculture" emphasizes the fact of the rapid growth of the demand for instruction in practical subjects in the public schools; discusses the importance of establishing a public conception of the fundamental relation of agriculture to the national welfare; defines the opportunities in country life for able and ambitious young people; and makes pointed suggestions to teachers about the use of reference materials, time-saving, correlation, using exercises, and the development of community interest through the organization of juvenile clubs affiliated with the school.

The book is in five parts. Part One presents "Plant Production" in 220 pages, including a discussion of soils. Part Two discusses "Animal Production" in 85 pages. Part Three is a 15-page consideration of "Animal Products" and is chiefly devoted to the pure-milk problem. Part Four makes a concise survey of the business propositions of farm management. Part Five is an ample appendix presenting twelve reference tables for use in carrying out the work of instruction involved in a thorough handling of the text. There is a 9-page, double-column index, which makes practically every detail in the book immediately accessible.

Textbooks for beginners in agriculture are increasing rapidly—too rapidly

for the actual use of such books to have time to give to all the validity of successful experience in classroom tests of their fitness. However, this book by Mr. Davis, who is the professor of agronomy in the New Jersey College of Agriculture, commends itself by the extreme care used in the choice and arrangement of materials, as well as by the clear English and by the excellent typographical and illustrative features used to clarify the text.

ERNEST BURNHAM

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Gramatica Castellana. A Spanish Grammar for Schools and Colleges.

By EVERETT WARD OLMSTEAD and ARTHUR GORDON. New York: Henry Holt & Co., 1911. Pp. 501. \$1.40.

A recent communication from Washington, D.C., contains the following:

"Portuguese as well as Spanish should be taught in the schools of the United States, in order to prepare for the increased trade relations with Latin America after the opening of the Panama Canal, declares William A. Reid, an investigator of Latin-American conditions, in a special report to the Southern Commercial Congress—Portuguese for Brazil and Spanish for the other countries. 'With these two languages the young American business man will be in a position to transact business with twenty Republics of South America.' . . . Mr. Reid points out that even now many North American business houses are greatly handicapped by lack of men with a working knowledge of Spanish to handle correspondence from Latin countries. 'To establish successful business relations with a people, we must know something of their language, customs, manners, and life.' "

The so-called "Grammar" indicated in the caption of this article is eminently well adapted to give the beginner the foundation necessary for such a "working knowledge of Spanish."

There are fifteen pages of the usual introductory matter with the unusual fact that all the topical headings are in Spanish (as well as in English) although the discussion is in English.

There are the usual divisions of the lessons into the text treating of technical matters, the vocabulary, the Spanish exercise or reading-lesson, the composition in English for retranslation, and the questions on the lesson. In these questions, however, an unusual feature is introduced: they cover not only the reading-lesson but the text in such a fashion that it is an easy matter for the pupil to be prepared to recite entirely in Spanish. The first vocabularies and the reading-lessons contain the words in daily use in the classroom so that by the time the third lesson is reached (as stated in the reading exercise) the learner's vocabulary is "large enough to name the things in the classroom and to talk of the lesson."

The names of the members of the family, of articles of clothing, parts of the body, terms necessary in travel, the divisions of time; the life of a Spanish